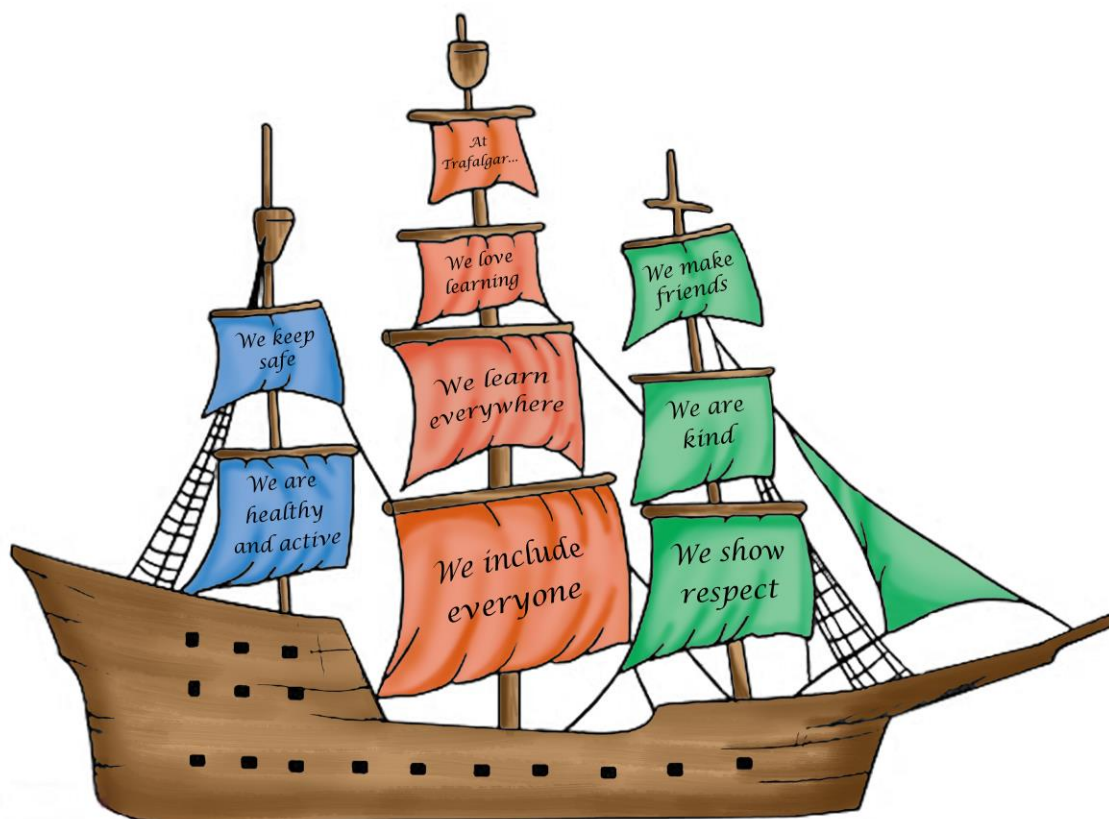


Trafalgar Community Infant School



Policy Document

Behaviour for Learning Policy

Reviewed: Autumn 2021

Review: During 2021/2022 as part of SIP

Trafalgar is a Rights Respecting School, we refer to the UN Convention on the Rights of the Child (UNCRC) and the school core values ship throughout this policy.

Governors Statement of Principles

At Trafalgar Community Infant School, we believe that a successful Behaviour for Learning policy depends on good communications and positive relationships between children, staff and parents/carers. The policy is intended to provide our children with the security necessary to maximise their opportunities for development and learning and ensure that there is equality of opportunity for everyone, regardless of their differences. Our philosophy clearly establishes that all forms of anti-social behaviour, including bullying and harassment, victimisation, disruption and damage to property, are not acceptable and will not be tolerated. We are committed to eliminating discrimination and promoting the welfare of children. The Governors and all members of staff are committed to maintaining this approach throughout the school.

The whole school community should know and understand the school's Behaviour for Learning policy, the rules and reasons for them, together with the school's practice of sanctions and rewards. As we are working in partnership with parents/carers, we wish them to know what the school expects and encourage them to support our aims.

At Trafalgar we will:

- Refresh our expectations of positive behaviour at the start of each term with our class
- provide clear boundaries within which children can learn and play
- encourage and praise good behaviour for learning
- recognise that children may not make the right choice first time
- address unacceptable behaviour and be consistent and fair in our response to it
- help the children to understand that there is a consequence to their behaviour
- help children to develop self-discipline
- encourage children to respect others and be sensitive to their particular needs
- expect children to be courteous and polite
- teach the importance of saying and meaning 'sorry', and of forgiving one another
- encourage children to be proud of their school and their good behaviour for learning
- be mindful of the children who demonstrate good behaviour for learning and ensure they are acknowledged as excellent role models.

Good behaviour for learning is a collective responsibility. All members of staff are committed to maintaining it throughout the school, both inside the building and outside at play (e.g. by promoting corridor creepers, ensuring children take a coloured band from their classroom before they go to the toilet in class time).

Our aim is to create an environment in which we live and work harmoniously, respecting one another and caring for our surroundings.

Article 28 – “....discipline in schools should respect children's human dignity”.

Pupils know what is expected of them in terms of our classroom, playground, lunchtime and garden charters.

Classroom Charters

In order to involve the children in the process, these will be led by individual teachers and learning assistants in collaboration with children at the beginning of each school year (and review this in PSHCE at least termly); they will include key ideas such as:

- moving safely and sensibly in the classroom, so that we are safe
- putting up your hand to ask or answer a question, so that everyone can be heard
- being kind, polite and respectful to adults and children, so that we are being respectful
- keeping your classroom neat and tidy, so that things do not get broken or lost
- doing your best at all times, so that I can be the best that I can be
- remembering that every child has a right to learn, to be safe and to enjoy coming to school.

School Charters

These are very similar to classroom responsibilities, namely

- moving safely and sensibly inside the school and outside, so that we are safe
- being polite to adults and children, so that we are being respectful
- looking after and being proud of your school, so that Trafalgar stays a super school to learn in
- handling resources with care and respect, so that things do not get broken or lost

The playground, lunchtime and garden Charters have been agreed by the whole school and are displayed in a prominent position.

Where children do not demonstrate good behaviour for learning, or if a child chooses to ignore a key area in a Charter, then they will have a behaviour for learning discussion with a member of staff as soon as possible. **These discussions will be handled sensitively, as we recognise that all children are on their own learning journey.** If witnessed by a member of staff or other children, then their views may be taken into account.

Children may:

- be asked to explain their behaviour truthfully
- be reminded of their roles and responsibilities, and the consequences of their behaviour
- be encouraged to apologise or put right the wrong that they have done
- be given 'time out' if appropriate, **ideally in class with their current teacher/support staff, or alternatively with another teacher, or with SLT (children will not miss playtime/be late for or miss snack or lunch/all of Busy Bee or Golden Time)**
- **have their name moved to the cloud on their class display, as reminder for that child that they need to try to change their behaviour.**
- be spoken to by a more senior member of staff.

Children will then be praised for some good behaviour for learning as soon as possible thereafter.

If the class teacher or a senior member of staff feels that it is appropriate, then parents/carers will be informed as soon as is practical, and are involved in reaching a solution. For example, **if there is a pattern appearing to emerge, or if, for example, there has been an incident which could have been more serious. If the class teacher is in PPA/leadership time/ECT time/training etc..., they are expected to stop and communicate with the parent/carer, ideally on the same day before the child is collected (a phone call is ideal), so that a consistent message is shared, and the situation is handled sensitively, and so that the parent/carer is aware before collection of any more serious incidents. It is the class teacher's responsibility to**

ensure that all relevant staff are then informed of any monitoring or recording of future incidents, to include PPA/cover staff, LAs, LSAs, office staff etc... and to record this on CPOMs.

Efforts are always made to look for the positive aspects of a child's behaviour, and rewards far outweigh sanctions, **however the safety of the school community is our priority**. Because of the strong, carefully nurtured home-school links and the Home-School Agreement, parents/carers share in the responsibility for any instance of unacceptable behaviour.

A range of rewards and privileges positively reinforces good behaviour for learning. In each classroom there is a 'Growth Garden' display where each child's name is displayed. The expectation is that all children will behave well and their names will remain in the growth garden. A sunshine and a cloud are used to show particularly good behaviour or unacceptable behaviour. If a child's name is displayed on the cloud the opportunity will be found to return their name to the growth garden as soon as they display positive behaviour choices. Rewards and sanctions could be applied at the same time but for different behaviours or learning outcomes.

We also offer jewels in a jar, which builds towards a whole class treat.

In addition to this:

- Year R staff award a sunshine badge when a child moves onto the sun, and the reasons are written on a Wise Monkey poster.
- Year 1 staff look throughout the day to see who has been like the Growth Garden Characters. This is celebrated as a whole class at home time and the children is rewarded with a 'star of the day' badge.
- Year 2 staff identify or receive 5 nominations of a super star linked to the Growth Garden characters, including the reasons why, the class and teacher votes. The winner gets a special cushion to sit on, or may be able to be the line leader.

Trafalgar Community Infant School is an inclusive school. We recognise that some children have particular difficulties in consistently managing their behaviour, **and that all children are on a learning journey**. If needed, a School Support Plan (Gold plan) will be written for children on the SEN register. For children at risk of exclusion a PSP (Pastoral Support Programme) may be written by the Inclusion Coordinator in consultation with the teacher, child and their parents/carers. Once agreed, the Inclusion Coordinator will then share this with all **relevant** members of staff so that this can be consistently applied. This plan or programme is then reviewed at least once per term by the Inclusion Coordinator, again in consultation with the teacher, child and their parents/carers, and amended copies shared with all **relevant** staff.

If a child is repeatedly and deliberately making the wrong choices and is not following our Charters, then the class teacher will start to keep a record of poor behaviour incidents on the agreed behaviour log (on CPOMS). This allows staff to identify any triggers to poor behaviour and allows **any** actions to be recorded. If the use of the behaviour log for that child continues and the staff continue to be concerned, then the child's class teacher will share their concerns with the child's parents/carers so that they can then work together to support the child.

On very rare occasions a child may need reasonable physical restraint in order to protect themselves or other children and staff. Where possible this will be managed by trained members of staff who have undertaken positive behaviour management training. Members of staff may offer support by saying 'help is available' as

they walk past an incident which is occurring. Our school follows the guidance from the DfE, Use of Reasonable Force, July 2013 (see attached).

Emergencies - The Red Triangle System/using the internal phone system or walkie-talkies

In the event of a child losing control and becoming a danger or liability the school implements a Red Triangle system. Each classroom has a red triangle with the class name or area clearly written on. This can be used by any member of staff if they require urgent assistance. This should be placed in a prominent position so that it can be easily accessed by children and staff. Each class teacher must ensure that children are made aware of the Red Triangle, its location and its purpose when they move to their new classroom in September. The member of staff involved in the situation will ask two children to take the Red Triangle to another member of staff or the school office. All staff must be vigilant at all times and, if possible, should go immediately to the correct classroom to assist when a Red Triangle is displayed. If the member of staff is unable to attend the incident personally, they must support the children in finding a member of staff who is available. Each room also has access to an internal telephone which can be used to call for help. The Inclusion Team also has walkie-talkies available for use regarding persistent cases of intervention.

If a child is putting themselves or others in danger, and if safe to do so, the child will be removed in a supportive and sensitive way. If the child will not move, then the rest of the class removed from the room/space. The member of staff will not leave the child unsupervised however (can look through the door/window so is a safe distance) but will call for help, either from a neighbouring classroom, using a walkie-talkie/phone, or by sending a message with two children to a nearby adult. The member of staff will log this on CPOMs.

In the event of patterns of unacceptable or dangerous behaviour, help may be sought from the LBAT team (Learning and Behaviour Team), or a Boxall Profile completed by the Inclusion Coordinator. In the case of a serious incident, that cannot be effectively dealt with at school, following consultation with parents/carers, expert advice can be sought from the Educational Support Services. If necessary, in extreme circumstances and after full consultation with the Governors, powers under the relevant Education Act could be invoked, resulting in temporary or permanent exclusion.

Article 3 – “All organisations concerned with children should work towards what is best for each child”.

Use of reasonable force

On very rare occasions a child may need reasonable physical restraint in order to protect themselves or other children and staff. Where possible this will be managed by trained members of staff who have undertaken positive behaviour management (Team Teach) training. Key staff in the school are Team Teach/Manual Handling trained, and share key information with all relevant staff. Our school follows the guidance from the DfE, ‘Use of Reasonable Force’, July 2013 (see attached).

Assembly Responsibilities

There is a weekly celebration assembly where good learning and excellent behaviour for learning are identified and celebrated. The Headteacher also awards a ‘Wise Monkey’ to one member of each class, who has been identified by the class teacher or a LA, for taking the initiative, being a good role model and making a positive difference to the class or the school. There is a large soft toy gorilla called Mungo. This gorilla is given to a class for the day at the end of assembly. The class is chosen because they have made the best attempt to sit well, listen well and engage with the assembly theme. The aim is for the children to have consistent expectations to refer to, regardless of who is taking assembly, namely:

- walking into and out of assembly, quietly and sensibly
- raising your hand to ask or answer a question, engage with the assembly theme
- sitting quietly and smartly in order to listen and reflect
- focusing on the candle flame for reflection time or prayer
- joining in with the singing.